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# Role of communicative competence in learning foreign languages

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**Abstract:** The work examines the identification of the essence and specificity of the communicative competence of the necessity of the indicated phenomenon from the standpoint of various areas of social and humanitarian knowledge, operating with this concept.

Key words: communicative, concept, competence, humanitarian, social.

### 1. Introduction

In the modern educational paradigm of competence, the approach acts as a priority methodological basis for the development of goals, objectives and content of professional training of future specialists. In this context, there is a rethinking of existing state educational standards, as well as the improvement of the higher education system. This led to the high theoretical and practical significance of the development of the problem of competence, the concept of which is associated with a certain area of activity, in connection with which various types of competence are distinguished. The essence of one of them is "to learn how to work in order to acquire not only professional qualifications, but also, in a broader sense, competence, which makes it possible to cope with various numerous situations and work in a group". Working in a group, managing a situation involves the implementation of interaction, communication, which requires a specialist with higher education to possess such a type of competence as communicative.

### 2. Main part

In order to identify the essence and specifics of communicative competence, it is necessary to consider the indicated phenomenon from the standpoint of various areas of social and humanitarian knowledge, operating with this concept.

Sociologists I.A.Vinogradova, T.M.Dridze, A.V.Sokolov and others understand communicative competence as such a level of assimilation of the experience of interacting with others, which provides the individual with adequate (within the framework of his abilities and social status) functioning in society. In this case, communicative competence turns out to be determined primarily by the changes taking place in society, the requirements that it presents to its members [1, p. 7-8].

From the standpoint of psychology, communicative competence is defined as "an integral, relatively stable, holistic psychological education, manifested in individual psychological, personal characteristics in the behavior and communication of a particular individual" [2, p. 15-17].

In connection with the development of the methodology and methods of social psychology. As well as theoretical and methodological foundations of social and psychological training communicative competence and its essence. The social nature, ways of development and improvement have been studied in detail by a number of authors who consider communicative competence "as a system of internal resources necessary for building effective communicative action in a certain range of situations of interpersonal interaction" [3, p. 4].

With this approach, communicative competence is a component of socio-psychological competence, personality, defined as the ability of an individual to effectively interact with the people around him in the system of interpersonal relations. The composition, which includes the ability to navigate in social situations, to correctly determine the personality traits and their emotional states of other people. Choose adequate ways of dealing with them and implement these methods in the process of interaction. At the same time, skill is understood as "a method of performing an action mastered by a subject, provided by a set of acquired knowledge and skills" [7, p. 873].

From the standpoint of linguistics, the linguistic aspect of the study of communicative competence acquires a priority role, namely the development of the language system, the ability to use language means in speech interaction, etc.

In the psychological and pedagogical aspect, communicative competence is considered by N.N.Pyzhov as "a set of communicative abilities, knowledge and skills adequate for solving communication problems." At the same time, the author understands communicative tasks as problematic situations that arise in the interaction between people [4, p. 4-5].

The pedagogical interpretation of communicative competence is given in the works of E.M.Sidorenko,

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L.N.Timashkova and others. The authors consider this concept as:

- complex holistic personal education, including humanistic orientations, communicative values, a set of personal qualities that ensure readiness for dialogical communication, knowledge of the basics of communication, the culture of interaction, manifested in the process of pedagogical interaction [6, p. 23-24];

Substantively communicative competence includes the following components: knowledge in the field of communicative disciplines; communication and organizational skills; empathy; self-control; culture of verbal and non-verbal interaction.

Thus, in the system of socio-humanitarian knowledge, communicative competence is presented as an integral characteristic of a person, which includes:

- (from the standpoint of psychological knowledge) holistic psychological education, which conditions an adequate reflection and prediction of the mental states of another person;
- (from the standpoint of social psychology) the system of internal resources, the level of assimilation of the experience of interaction with the environment;
- (from the standpoint of pedagogy) a set of humanistic orientations, communication skills and personal qualities that provide a culture of interaction and the solution of professional problems.

Consideration of communicative competence in an interdisciplinary aspect makes it possible to define it as an integral characteristic of a professionally and personal significant quality of a specialist with a higher education. Which reflect the level of his knowledge, skills and experience, allowing interacting constructively in the changing social conditions of professional activity?

A comprehensive analysis of the essence of communicative competence allowed us to assume that it can be attributed to metasubject (key) competencies and, having a cross-cutting penetrating property, helps a future specialist to be mobile and competitive in the labor market, to act constructively in rapidly changing social conditions. In order to prove this statement, let us turn to domestic and foreign documents and author's positions.

Researchers consider communicative competence as one of the key that a graduate of a higher education institution should possess.

Of the 37 types of competencies identified by J. Raven, most of them show a communicative component: "the ability to make the right decisions; the ability to work together; the ability to encourage other people to work together to achieve a set goal; the ability to resolve conflicts and mitigate disagreements; the ability to work effectively as a subordinate, etc. It is obvious that the communicative component "colors" all the listed competences [5, pp. 257-258].

Currently, the most used and relevant in teaching foreign languages is the competence approach. This is due to the fact that, as a rule, earlier subject knowledge or information acquired by students, as well as their skills and abilities, were not used in practical situations and professional activities. The logic of the approach's competence, on the contrary, presupposes the formation of such skills and the development on their basis of such abilities that allow a person to realize himself to the maximum in this society.

Competencies can be called constantly developing personality traits, the ability to apply knowledge in a new situation. Communicative competence can rightfully be considered the leading and pivotal one, since it is it that underlies all other competencies. Analysis of modern scientific literature allows us to speak of communicative competence as an interdisciplinary phenomenon, in the definition of which there is no clear standardization. However, with all the diversity of approaches to studying the structure of communicative competence, the most common components are: linguistic, sociolinguistic (speech), sociocultural, social, strategic, discursive and subject.

It should be noted that each science considers this or that phenomenon from its own position and describes it in its own language. In this regard, psychology, linguistics, sociology and related fields have their own descriptions of the communicative competence of the composition as an object of research. However, the sphere of education does not deal with objects that need to be described, but with a person who, by means of the existing culture, helps to develop his abilities and master the skills that allow him to live in a given society. In this regard, the methodological approaches to teaching foreign languages have acquired a pronounced communicative character. This led to a radical turn towards natural communication in the process of learning a language, the focus of this process on the formation of communicative competence, and later - on the ability to communicate in the target language, carried out taking into account the situational and personal factors that determine the specifics of foreign language speech behavior.

#### 3. Conclusion

Thus, when teaching a foreign language speech, it is very important for students to acquire communicative competence, or the ability to speak in accordance with the speech situation. Acquisition of communicative competence, i.e. knowledge of what to say, and the ability to say it to a specific person in a specific speech situation, is necessary for complete, perfect mastery of the language, as well as the ultimate goal of teaching a foreign language.

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